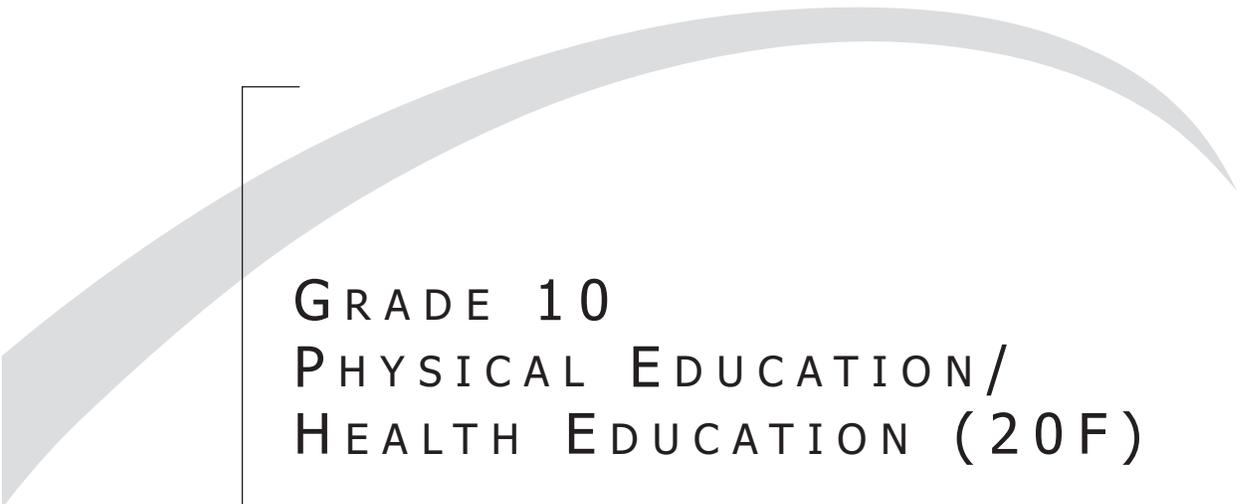


Grade 10 Physical Education/ Health Education (20F)

A Course for Independent Study

Field Validation Version



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

A Course for Independent Study

Field Validation Version

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

613.071 Grade 10 physical education/health education (20F) :
 a course for independent study.—Field validation
 version.

Includes bibliographical references.

ISBN-13: 978-0-7711-4232-1

1. Physical education and training—Study and
teaching (Secondary). 2. Physical education and
training—Programmed instruction. 3. Health
education (Secondary). 4. Health education
(Secondary)—Programmed instruction. I. Manitoba.
Manitoba Education, Citizenship and Youth.

Copyright © 2009, the Government of Manitoba, represented by the Minister of
Education, Citizenship and Youth.

Manitoba Education, Citizenship and Youth
School Programs Division
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with
copyright law. If cases are identified where this has not been done, please notify
Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected
in a future edition. Sincere thanks to the authors and publishers who allowed
their original material to be used.

All images found in this document are copyright protected and should not be
extracted, accessed, or reproduced for any purpose other than for their intended
educational use in this document.

Schools are encouraged to share this document with parents, guardians and
communities, as appropriate.

Any websites referenced in this document are subject to change. Educators are
advised to preview and evaluate websites and online resources before
recommending them for student use.

CONTENTS

Acknowledgements	vii
-------------------------	-----

Course Introduction	1
----------------------------	---

Module 1: Healthy Lifestyle Practices	1
Introduction	3
Lesson 1: Active Living	5
Lesson 2: Benefits and Impact of Physical Activity	15
Lesson 3: Physical Activity Safety and Injury Prevention	25
Lesson 4: Cardiopulmonary Resuscitation	33
Lesson 5: Planning for a Healthy Active Lifestyle	35
Module 1: Learning Activity Answer Key	45
Module 1: Assignments	53

Module 2: Personal/Social Management	1
Introduction	3
Lesson 1: Self-Esteem	5
Lesson 2: Decision Making	13
Lesson 3: Communication Skills	19
Module 2: Learning Activity Answer Key	27
Module 2: Assignments	31

Module 3: Fitness Physiology	1
Introduction	3
Lesson 1: Your Body’s Response to Exercise	5
Lesson 2: Fitness Components	15
Lesson 3: Assessment, Analysis, Action	21
Module 3: Learning Activity Answer Key	29
Module 3: Assignments	37

Module 4: Mental Health	1
Introduction	3
Lesson 1: Stress Management	5
Lesson 2: Supporting Others	17
Module 4: Learning Activity Answer Key	25
Module 4: Assignments	29

Module 5: Training and Conditioning	1
Introduction	3
Lesson 1: Safe Exercise Practices	5
Lesson 2: Principles of Training	15
Lesson 3: Heart-Rate Monitoring	23
Module 5: Learning Activity Answer Key	31
Module 5: Assignments	35

Module 6: Nutrition	1
Introduction	3
Lesson 1: Importance of Nutrition	5
Lesson 2: Nutritional Value of Foods	13
Lesson 3: Factors Affecting Optimal Performance	19
Lesson 4: Meal Planning	25
Module 6: Assignments	31

Module 7: Sports and Rules	1
Introduction	3
Lesson 1: Sport Safety, Rules, and Officiating	5
Lesson 2: Sport Terminology and Game Strategies	17
Lesson 3: Ethical Issues in Sport	21
Module 7: Assignments	29

Module 8: Substance Use and Abuse Prevention	1
Introduction	3
Lesson 1: Legal Aspects and Current Trends in Substance Use and Abuse	5
Module 8: Learning Activity Answer Key	21
Module 8: Assignments	29

Module 9: Biomechanical Principles and Movement Skills	1
Introduction	3
Lesson 1: Biomechanical Principles	5
Lesson 2: Analyzing Your Sport Skills	17
Lesson 3: Sport Knowledge	19
Module 9: Learning Activity Answer Key	23
Module 9: Assignments	27

Module 10: Human Sexuality	1
Introduction	3
Lesson 1: Building and Maintaining Healthy Meaningful Relationships	5
Lesson 2: Influences on Decision Making	19
Lesson 3: AIDS and STIs	25
Lesson 4A: Sexual Reproductive Health	35
Lesson 4B: Human Reproduction and Abstinence (Alternate Lesson)	41
Module 10: Learning Activity Answer Key	49
Module 10: Assignments	55

Appendix: Physical Activity Inventory	1
Glossary	1
Bibliography	1

ACKNOWLEDGEMENTS

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Grade 10 Physical Education/Health Education (20F): A Course for Independent Study, Field Validation Version*.

Course Writers and Reviewers	Alison Burnett	Independent Consultant
	Dionne Deer	Louis Riel School Division
	Nicholas Dyck	Pembina Trails School Division
Development Team Members	Nicholas Dyck	Pembina Trails School Division
	Cam Kelbert	Hanover School Division
	Jan Pickell	St. James-Assiniboia School Division
Manitoba Education, Citizenship and Youth Staff School Programs Division	Louise Boissonneault Publications Editor	Document Production Services Unit Educational Resources Branch
	Lee-Ila Bothe Coordinator	Document Production Services Unit Educational Resources Branch
	Janine Fay Desktop Publisher	Document Production Services Unit Educational Resources Branch
	Pierrette Gosselin Desktop Publisher	Document Production Services Unit Educational Resources Branch
	Corinne Jamault Desktop Publisher	Document Production Services Unit Educational Resources Branch
	Gilles Landry Project Manager	Development Unit Instruction, Curriculum, and Assessment Branch
	Grant McManes Project Leader (From September 2008)	Development Unit Instruction, Curriculum, and Assessment Branch
	Judith Nordquist Independent Study Option Consultant	Distance Learning Unit Instruction, Curriculum, and Assessment Branch
	Lindsay Walker Desktop Publisher	Document Production Services Unit Educational Resources Branch
	Heather Willoughby Project Leader (Until August 2008)	Development Unit Instruction, Curriculum, and Assessment Branch

COURSE INTRODUCTION

Welcome

Welcome to *Grade 10 Physical Education/Health Education: A Course for Independent Study*. This course focuses on physically active and healthy lifestyle concepts and practices and builds on what you have learned in Grade 9. This course will give you the opportunity to learn more about yourself and enable you to make more informed decisions about healthy, active living, which will benefit you throughout life. The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

Students: Who Is Able to Complete This Course?

Any student should be able to complete this course, regardless of physical condition, physical disability or limitation, or access to equipment or resources. If you have any questions about these things, contact your tutor/marker for this course.

Course Components: What Is This Course about and How Is It Organized?

This course focuses on both physical education and health education and is organized into modules and lessons. A description of the course expectations and components follow.

Course Expectations

Here is a brief outline of the main things you need to do to complete this course:

- Read this Introduction very carefully so that you know what is expected of you and where you can find more detailed information.
- Study each lesson in each of the 10 modules.
- Complete all learning activities and check your answers in the answer keys provided.
- Complete all the assignments and mail them to your tutor/marker for assessment when you have completed Modules 1, 2, 4, 6, 8, and 10.
- Be physically active and plan and log your physical activities as part of your assignments.
- Write your final examination when you have completed Module 10.

Modules

The course is divided into 10 modules. The odd-numbered modules emphasize physical education, while the even-numbered modules emphasize health education.

Physical Education	Health Education
Module 1: Healthy Lifestyle Practices	Module 2: Personal/Social Management
Module 3: Fitness Physiology	Module 4: Mental Health
Module 5: Training and Conditioning	Module 6: Nutrition
Module 7: Sports and Rules	Module 8: Substance Use and Abuse Prevention
Module 9: Biomechanical Principles and Movement Skills	Module 10: Human Sexuality

Lessons

Each module in this course is made up of several lessons, which are organized as follows:

- **Lesson Focus and Introduction:** Each lesson begins by telling you what you will be learning
- **Lesson:** The main body of the lesson is made up of the content that you need to learn.
- **Learning Activities:** Many lessons include one or more learning activities that will help you learn about the lesson topics and prepare you for the assignments and the final examination. Some learning activities have answer keys, which are found at the end of the applicable modules. Many questions, however, ask for opinion or reflections for which responses will vary. These do not have answer keys. Do not send your learning activities to your tutor/marker.
- **Assignments:** Most lessons also contain one or more assignments. You will mail all your completed assignments to your tutor/marker for assessment.
- **Module Review Questions:** These questions are found at the end of each module. Do not send answers to your tutor/marker.
- **Summary:** Each lesson ends with a brief review of what you just learned.



Assessment: How Will You Know How Well You Are Learning?

You will know how well you are learning by how well you complete the assignments and the final examination for this course.

Here is a breakdown of the values of the course assignments and the final examination:

Assessment Components	Percentage
Assignments from the physical education modules (Modules 1, 3, 5, 7, and 9)	50%
Assignments from the health education modules (Modules 2, 4, 6, 8, and 10)	30%
Final Examination	20%
Total	100%



Assignments

The assignments that you will submit to your tutor/marker (the educator who will assess your assignments and examination) are worth 80 per cent of your final mark in this course. The assignments are found in the Assignments section at the end of each module.

Some assignments are paper-and-pencil tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources, some involve creating or viewing videos, and some require research. A brief description of some of the assignments that involve physical activity follows. Detailed information is provided in the assignments themselves.

Physical Activities

To complete this course, you will take part in at least 55 hours of physical activity, which will contribute to your health-related fitness components. You will need to plan and keep a record of your activities. The main assignments that involve physical activities are described below:

- **Physical Activity Plan (Your Plan):** Assignment 1.3: Part B, consists of your Physical Activity Plan, sometimes referred to as “your Plan.” In it, you will plan the physical activities that you will take part in over three four-week periods. Before you take part in your physical activities, however, mail your Plan to your tutor/marker who will review it for safety considerations. If your tutor/marker has any concerns about any of the activities, he or she will contact you and/or your parent/guardian to discuss them. You will then take part in the physical activities and log them in your Physical Activity Logs, accumulating at least 55 hours of physical activity participation time. This averages to at least 30 minutes per day.
- **Physical Activity Logs:** Four of the assignments (Assignments 1.1, 3.1, 5.1, and 7.1) are Physical Activity Logs, sometimes referred to as “your Log.” For these, you will log or record the physical activities that you have taken part in. The first Log is for a one-week period and the others are for four weeks. To meet your required 55 hours of physical activity, you need to be active at least 30 minutes per day or one hour every second day. You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data you will be able to monitor your own progress and achievement.
- **Workout Routines:** In Assignment 5.3, you will design and perform both a warm-up and a cool-down workout routine for jogging since it is always advisable to warm up and cool down for each workout. In Assignment 5.4 you will perform some simple physical activities and check your heart rate and the accuracy of your predictions.

Special Preparation and Outside Resources

Several assignments require special preparation and/or outside resources:

- **Cardiopulmonary Resuscitation Certification:** In Assignment 1.2 you will have to complete a Cardiopulmonary Resuscitation training program. You can contact the St. John Ambulance office in Winnipeg at 535 Doreen Street Winnipeg MB, Telephone: 204-784-7000, Fax: 204-786-2295. Alternatively, you can complete your CPR training through other community organizations such as the Red Cross. You will be responsible for any expenses related to the training program. Upon successful completion of the program, you will receive a certificate. You will then send a photocopy of your certificate to your tutor/marker.
- **Sport Investigations:** In Assignments 7.2 and 9.3 you will complete two sport investigations where you will describe the safety rules, game rules, and etiquette used in these sports. In Assignment 7.2, you will either participate in the sport or officiate a game. In Assignment 9.3, you will participate in the sport.

Videotaping

In the two sport investigations (Assignments 7.2 and 9.3), you will have the option of videotaping your investigation.

Research (Print and Electronic)

- In Assignment 6.1 you will find information on meal planning and fill in a chart on the nutritional benefit of food choice.
- In Assignment 7.2 you will find information on a sport of your choice and do an in-depth study of a team sport with a focus on safety, rules, and etiquette and officiating.
- In Assignment 8.1 you will find information for an advocacy program in a substance use and/or abuse prevention strategy.
- In Assignment 9.3 you will investigate the terminology, rules, and strategies needed to play a second sport of your choice.
- In Module 10 you will have the choice of completing either Assignment 10.3A or 10.3B. If you do Assignment 10.3A, you will research birth control information. If you do Assignment 10.3B you will research abstinence information.



Final Examination

At the end of this course you will write the final examination under supervision. The examination is worth 20 per cent of your final mark in this course.

- **If you are attending school**, ask your school's Independent Study Option (ISO) School Facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to the next scheduled examination week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the final examination, fill in the Examination Request Form and mail or fax it to:

ISO Registration
555 Main Street
Winkler, MB R6W 1C4
Fax: 204-325-1719
Telephone: 1-800-465-9915

Resources: What Resources Will You Need for This Course?

For this course, you will need to obtain and have access to a variety of resources, including those identified below.

A Resource that Comes with the Course

Eating Well with Canada's Food Guide is a pamphlet from Health Canada. You will be using it in Module 6, Lesson 4. You can also view it online at www.hc-sc.gc.ca/fn-an/food-guide-aliment.

Resources Available on the Internet

Having a computer with Internet access is not a requirement to complete this course. However, it would be helpful to have access to the Internet, because many websites contain information related to the course assignments. Remember that Internet sites come and go. The course might refer to some sites that no longer exist. If that is the case, you may be able to use a search engine, such as www.google.ca to find the information that you are looking for.

The following is a list of files that you need to access in order to complete this course. If you do not have access to the Internet, you may obtain the files from the Independent Study Option office at 1-800-465-9915.

The files are found on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/dl/downloads>. When you get to that page, scroll down to the Grade 10 Physical Education/Health Education (20F) section.

1. **Physical Activity Inventory:** You will need to access this file when you complete your Physical Activity Plan (Assignment 1.3: Part B). This resource is also found in the Appendix at the end of this course.
2. ***OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*** needs to be referenced for your Physical Activity Plan.

Resources to Complete the Fitness Tasks

To complete certain assignments, you will need miscellaneous resources.

For Assignment 5.4 you will need a learning partner and

- a track or safe road/path where you can sprint 50 metres
- a jump rope (optional)
- a heart-rate monitor (optional) if you have access to one and have been taught how to use it

For Assignment 9.1 you will need a learning partner and

- a ball
- a long jump pit (if you choose the transport skill option)

A Note about Facilities



If you wish, you can perform many of your physical activities for this course while playing sports or taking part in other organized activities in facilities such as school gymnasiums or playing fields, swimming pools, fitness centres, and so on. Please note that Manitoba Education, Citizenship and Youth will not cover costs for obtaining memberships at fitness centres, for joining sports teams, for purchasing sports equipment, and so on.

Assistance: Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom or gym. Instead of relying on the teacher to tell you to complete a learning activity, an assignment, or a Physical Activity Log, you must tell yourself to be responsible for your learning and for meeting deadlines. Two people can, however, help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor independent student students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Contact your tutor/marker at any time during this course through the Independent Study Option office:

ISO Tutor/Marker, Grade 10 Physical Education/Health Education
555 Main Street
Winkler, MB R6W 1C4
Telephone: 1-800-465-9915

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about physical education and health education, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule, check and respond to your work, help you make sense of assignments, help you find and set up equipment you need for your fitness activities (Assignments 5.4 and 9.1), and help you complete your Plan (Assignment 1.3: Part B) and Logs. He or she can also help you study for your final examination.

Submission of Assignments: When Do You Mail Things to Your Tutor/Marker?



While working on this course, you will mail completed assignments to your tutor/marker six times – when you have finished Modules 1, 2, 4, 6, 8, and 10. Each time you mail assignments, you must include the applicable Cover Sheet, which you will find at the end of this Introduction. The following chart shows you exactly what you will be mailing in at the end of the module(s).

Submission of Assignments		
Mailing	Modules	Assignments You Will Mail In
Mailing 1	1	Module 1 Cover Sheet Assignment 1.1: One-Week Physical Activity Log* Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR) (may be mailed later) Assignment 1.3: Part A—Goal Setting Part B—Physical Activity Plan*
Mailing 2	2	Module 2 Cover Sheet Assignment 2.1: Communication Skills for a Disagreement
Mailing 3	3 and 4	Modules 3 and 4 Cover Sheet Assignment 3.1: Physical Activity Log* Assignment 3.2: Short Quiz Assignment 4.1: Stress Reduction Plan
Mailing 4	5 and 6	Modules 5 and 6 Cover Sheet Assignment 5.1: Physical Activity Log* Assignment 5.2: Safe Exercise Practices Assignment 5.3: Warm-Up and Cool-Down Assignment 5.4: Heart-Rate Predictions Assignment 6.1: Meal Planning
Mailing 5	7 and 8	Modules 7 and 8 Cover Sheet** Assignment 7.1: Physical Activity Log* Assignment 7.2: Sport Investigation #1 Assignment 7.3: Analyzing Sport Scenarios Assignment 8.1: Substance Use and/or Abuse Prevention Strategy
Mailing 6	9 and 10	Modules 9 and 10 Cover Sheet Assignment 9.1: Applying Movement Skills Assignment 9.2: Applying Biomechanical Principles to Activity Assignment 9.3: Sport Investigation #2 Assignment 10.1: Advertising Influences on Consumers Assignment 10.2: Questions on STIs Assignment 10.3A: Birth Control Essay or Brochure or Assignment 10.3B: Abstinence Essay or Brochure

* **Note:** Before you submit your completed assignments, make sure that you and your parent or guardian have signed all the applicable forms included in these assignments.

** The Modules 7 and 8 Cover Sheet contains an Alternate Lesson Consent Form that your parent or guardian will need to sign if you choose the alternate lesson option in Module 10.

Time: How Long Will It Take You to Complete This Course?

It will take you **at least four months** to complete this course. Given that a course has 10 modules, you would need to complete more than two modules every month.

You will spend a minimum of 120 hours on this course. Of this time, you will spend at least 55 hours being physically active, which ends up being about 30 minutes per day or one hour every second day. Please note, however, that you should strive to meet the guidelines in *Canada's Physical Activity Guide for Youth* (Health Canada), which would mean accumulating at least one hour of moderate physical activity and 30 minutes of vigorous physical activity each day.

It is impossible to take this course in less than four months because you have to plan and log your physical activities for 13 weeks. There are a total of four Physical Activity Logs. Three of them (the Logs for Modules 3 and 4, Modules 5 and 6, and Modules 7 and 8) each cover four weeks. The Log for Module 1 covers only one week. This totals 13 weeks, or about three months. Besides the Logs, you need to study and complete assignment, some of which involve research. Approximate time allotments are suggested for each assignment.

You probably won't want to spend much longer than four months on this course. Often, when students take much longer than that, they get tired of the course and struggle to keep motivated. It is best to stay focused on the course and not let it drag on.

Take a look at the following three sample charts and decide which one best describes the time of year when you want to begin and complete this course.

Note

Remember that the dates indicated in the charts are just **sample dates** (not actual dates). They are meant to help you keep track on the completion and submission of your Plan and Logs.

Sample Chart A: Semester 1

If you want to start the course at the beginning of September and complete it in January, you can follow the timeline suggested below. If you complete the 10 modules by the date specified, you will mail your **Plan** and **Logs** to your tutor/marker as indicated below.

Module(s)	Date That Module Assignments Are to Be Sent to Tutor/Marker	Physical Activity Log (covers the selected one- or four-week period)
1	September 15 Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period September 1 to September 15
2	September 28 Assignment 2.1	No Log
3 and 4	October 28 Assignments 3.1, 3.2, and 4.1	Module 3 Log September 21 to October 19
5 and 6	November 25 Assignments 5.1 to 5.4 and 6.1	Module 5 Log October 20 to November 17
7 and 8	December 23 Assignments 7.1 to 7.3 and 8.1	Module 7 Log November 18 to December 16
9 and 10	January 20 Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log

Sample Chart B: Semester 2

If you register for this course in January and would like to complete it by June, you can follow the timeline suggested below.

Module(s)	Date That Module Assignments Are to Be Sent to Tutor/Marker	Physical Activity Log (covers the selected one- or four-week period)
1	February 15 Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period February 1 to February 15
2	February 28 Assignment 2.1	No Log
3 and 4	March 28 Assignments 3.1, 3.2, and 4.1	Module 3 Log February 21 to March 20
5 and 6	April 25 Assignments 5.1 to 5.4 and 6.1	Module 5 Log March 21 to April 17
7 and 8	May 23 Assignments 7.1 to 7.3 and 8.1	Module 7 Log April 18 to May 16
9 and 10	June 20 Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log

Sample Chart C: Full School Year (Not Semestered)

If you register for this course in September and would like to complete it by May 15, you can follow the timeline suggested below.

Module(s)	Date That Module Assignments Are to Be Sent to Tutor/Marker	Physical Activity Log (covers the selected one- or four-week period)
1	September 21 Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period September 5 to September 20
2	October 21 Assignment 2.1	No Log
3 and 4	December 1 Assignment 3.1, 3.2, and 4.1	Module 3 Log October 4 to October 31
5 and 6	February 21 Assignments 5.1 to 5.4 and 6.1	Module 5 Log November 1 to November 28
7 and 8	April 15 Assignments 7.1 to 7.3 and 8.1	Module 7 Log January 15 to February 15
9 and 10	May 15 Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log

Note

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it. Remember, it might take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to your school.

Safety Considerations: Who Takes Responsibility for Your Safety?



Safety is paramount when participating in any physical activity. The nature and risk level of the physical activity (e.g., walking, swimming) will determine how much attention you and your parent/guardian/supervising adult need to pay to the type of supervision needed.

Taking responsibility for your safety is a very important part of this course. Always think **safety** first. Before you participate in any physical activity, you and your parent/guardian should use the following safety checklist. You must be responsible for your own safety.

Safety Checklist for Physical Activity

The following are some questions that you must ask yourself before becoming physically active:

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable for your age, ability, and physical condition?
- Is the activity suitable for any medical condition that you might have?
- Do you understand the correct form or technique of the exercises or skills you need to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment suitable and in good condition?
- Is appropriate supervision provided in light of the danger of risk associated with the physical activity?
- Have you discussed your choice of activity with your tutor/marker and your parent/guardian?
- Has your parent/guardian signed your Physical Activity Plans? This signature will help ensure that you and your parent/guardian are informed about the safety and risk-management measures for your choice of physical activities and sports in this course.

Consent Forms: Which One Do You Complete?

Students 18 or Older

If you are 18 years of age or older, you are required to complete the **Grade 10 Physical Education/Health Education Student Consent Form (Students 18 or Older)** before you register for this course. The form can be downloaded from the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca.k12/dl/forms/.

Students Younger Than 18

To complete this course, students who are under 18 years old will need to have their parents or guardians sign several documents. (In this course, the term “parents” refers to both parents or guardians, and is used with the recognition that in some cases only one parent may be involved in the child’s education.)

Parents need to provide their signature for the following parts of this course:

- A parent must sign the **Grade 10 Physical Education/Health Education Parental Consent Form (Students Under 18)** before a student younger than 18 can register for this course. The form can be downloaded from the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca.k12/dl/forms/.
- Module 10: Human Sexuality deals with issues that may be sensitive for you and/or your parents. For this reason, this module offers a choice of lessons. The regular lesson (Lesson 4A) focuses on the healthy decision making promoting abstinence and includes gathering information on contraception. Lesson 4B focuses on healthy decision making promoting abstinence only and does not include information on contraception. Parents or guardians have the option of having their children complete the alternate lesson (Lesson 4B) instead of the regular one. Students have the opportunity to complete the alternate lesson 4B and Assignment 10.3B if their parents have signed the **Grade 10 Physical Education/Health Education Alternate Lesson Consent Form** found on the Cover Sheet for Modules 7 and 8.
- Parents need to sign the **Physical Activity Plan** (Assignment 1.3: Part B). This signature indicates that you and your parents are informed about the safety and risk-management measures for the physical activities/sports you have chosen to participate in for this course.
- Parents need to sign the **four Physical Activity Logs** (Assignments 1.1, 3.1, 5.1, and 7.1). This signature indicates that the parent declares that the student has taken part in the activities indicated in the Log.

- Parents need to sign additional physical activities that the student participates in:
 - Module 5 – Assignment 5.3: Warm-Up and Cool-Down
 - Module 7 – Assignment 7.2: Sport Investigation #1
 - Module 9 – Assignment 9.3: Sport Investigation #2

Student Accident Insurance

Parents are encouraged to ensure that their sons/daughters have adequate accident insurance. One way to do so is to purchase the Manitoba Association of School Trustees' Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba school children. More information is available from

Manitoba Association of School Trustees (MAST)
Student Accident Insurance

Website: <www.mast.mb.ca/resources/StudentAccidentInsurance.htm>

Telephone: 204-233-1595

Toll-Free (in Manitoba): 1-800-262-8836

Hayhurst, Elias. Dudek Inc. (HED)
Insurance and Risk Services

Website: <www.hedinc.com/products/studentaccident/main.aspx>

Telephone: 204-943-0331

Toll-Free: 1-800-665-8990

Note to Parents

Your child will be working with a learning partner to complete this course. Please ensure that this learning partner is a safe and respectful person who will not harm your child. This person should not have a criminal record or have his or her name on the Child Abuse Registry.

Guide Graphics: What are They For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Assignment: This guide graphic tells you that this is an assignment that you complete and send to your tutor/marker.



Internet: If you have access to the Internet, you can use it to get more information. Internet access is optional.



Learning Activity: Complete this learning activity to help you review or practise what you have learned and prepare for your assignment and examination. You will not send learning activities to your tutor/marker.



Learning Partner: Ask your learning partner to help you with this task.



Mail Assignment: It is now time to mail in your assignments.



File Assignment: File your completed assignments until you have finished the next module of this course.



Safety: Check for any risks and pay attention to any safety considerations related to this activity.



Examination: It is time to write your final examination.



Video: View a DVD or videotape an activity. If you are unable to access the required equipment to complete the task due to religious or cultural values, please contact your tutor/marker.



GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 1

Healthy Lifestyle Practices

This module contains the following lessons

- Lesson 1: Active Living
- Lesson 2: Benefits and Impact of Physical Activity
- Lesson 3: Physical Activity Safety and Injury Prevention
- Lesson 4: Cardiopulmonary Resuscitation
- Lesson 5: Planning for a Healthy Active Lifestyle

MODULE 1: HEALTHY LIFESTYLE PRACTICES

Introduction

This course is all about being physically active and making healthy decisions every day. The physical education modules (the odd-numbered ones) will provide background information on why and how you should be active.

While taking this course, you will set your own physical activity goals and keep track of them in your

- Physical Activity Plan – what you **plan** on doing during three four-week periods (Module 1)
- Physical Activity Log – what you actually **do** in Modules 1, 3, 5, and 7

In this module, you will learn about making choices for being active, being safe, setting goals, and learn about technology that may enhance an active lifestyle. In one of your assignments, you will develop an action plan to begin or maintain an active lifestyle.

There are many factors that affect decisions about being or becoming active or “sticking with” a fitness plan. You will investigate these factors and learn how exercise helps you to be as healthy as possible.



Throughout this course you will be asked to become and stay active. It is therefore important that you learn how to be safe while taking part in a variety of activities. You will learn about appropriate clothing, risk factors of different activities, and facility and equipment safety. It is especially important to look at safety considerations in alternative pursuits.

In the final lesson you will set personal fitness goals and design a plan around how to achieve them. Goals give a person long-term vision and short-term motivation. Your goal during this course is to participate in 30 minutes of moderate to vigorous physical activity each day averaging 55 hours in total for the course. These activities need to be recorded in your Physical Activity Plan and in your Physical Activity Log.

Finally, you will enroll in a one-day training program to learn Cardiopulmonary Resuscitation (CPR). Contact an organization like St. John Ambulance to complete this requirement. You should start looking into this as soon as possible.

Assessment

You will be assessed on your completion of the Module 1 assignments found at the end of this module. A Checklist for Module 1 Assignments appears below. You will mail your completed assignments to your tutor/marker when you have completed this module.

Assessment Checklist

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Lesson 1 | Assignment 1.1: One-Week Physical Activity Log |
| <input type="checkbox"/> Lesson 2 | There is no assignment for this lesson |
| <input type="checkbox"/> Lesson 3 | There is no assignment for this lesson |
| <input type="checkbox"/> Lesson 4 | Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR)—Level A |
| <input type="checkbox"/> Lesson 5 | Assignment 1.3: Part A—Goal Setting
Part B—Physical Activity Plan |

LESSON 1: ACTIVE LIVING

Lesson Focus

You will show an understanding of

- the different ways to promote active living for different age groups

You will be able to

- explain the concept of active living and the factors that may affect making personal activity choices
- explain ways that technology may enhance and support a physically active lifestyle
- sign an action plan for active living on a daily basis

Introduction

What does active living mean to you? In this lesson you will look at some definitions of active living, as well as the factors that affect how people choose to be active. You will also look at the use of technology in physical activity.

Definition of Active Living

Active living can be defined in many different ways. Here are three definitions:

1. Active living can be defined as a way of life which values physical activity and integrates it into everyday life.
2. Health and Social Services of the Northwest Territories states that "Active Living is a way of life where people choose to be physically active every day in their community; whether they are at school, at work, at home, or at play.

Active Living is based on the belief that regular physical activity has many lifelong benefits. It means something different for everyone. Active Living playing with the kids, walking the dog, dancing with friends, walking at noon with co-workers, gardening, berry picking, fishing, splitting wood, cycling to work or school, or enjoying active times alone or with friends and family.

Active Living also involves organized activities such as competing in your favourite sport or participating in an activity class of your choice.”*

3. Some definitions of active living include other types of activities besides physical ones. They value physical, social, mental, emotional and spiritual activities, which are also integrated into daily living.



Learning Activity 1.1

Common Points

Now you will get the chance to review and practise what you have learned by completing this learning activity. Remember, you do not submit learning activities for assessment. Instead, you complete them in order to prepare yourself for the assignments which you submit to your tutor/marker to be assessed. Once you have completed this learning activity, check your answers in the answer key at the end of this module.

What are some common points that you see in each of the definitions for active living listed above?

Choosing to be Active

There are many factors that may affect someone’s decision to become physically active. Some factors may include the health and fitness benefits of being physically active, personal experiences, interests, abilities, financial, cultural, demographic, safety issues, and personal circumstances. We will spend some time looking at each of these factors.

* Reprinted with permission from Government of the Northwest Territories, Department of Health and Social Services. 2008. <www.hltss.gov.nt.ca>. (28 Nov. 2008).

The following are some of the health benefits of physical activity:

Back Pain: Regular exercise helps to prevent back pain by making your back more flexible and stronger, and by improving your posture.

Diabetes: Regular physical activity can help to prevent and control type 2 diabetes by reducing body fat.

Emotions: Daily physical activity can help you feel better, reduce depression and anxiety, and help you manage stress.

Heart Disease: Daily physical activity can help prevent heart disease and strokes by improving blood flow, strengthening your heart, lowering your blood pressure, raising the level of your good cholesterol, and lowering the level of your bad cholesterol.

High Blood Pressure: Regular physical activity can lower your blood pressure if it is too high. It can also reduce body fat, which is associated with high blood pressure.

Obesity: Daily physical activity helps to reduce body fat by strengthening your muscles and helping you to burn calories with less effort. If you eat well, physical activity can help you control your weight.

Osteoporosis: Regular weight-bearing exercise strengthens bones and slows down bone loss associated with aging.

Stroke: Regular physical activity lowers your risk of getting a stroke and helps to lower your risk of getting heart disease.

Experiences

An individual's past experiences will play a factor in their choice to live an active lifestyle. If a person has had positive experiences being physically active, they are more likely to want to be physically active again. For example, if going for a walk after a stressful day makes you feel better you may choose to do it the following day. Negative experiences with physical activity sometimes has the opposite effect and individuals may not want to do it again. For example, if someone decided to go skiing with a friend and broke their leg because of a nasty fall, they may never want to go skiing again. Having positive experiences with activity is a very powerful factor in future activity participation.

Interests

An individual's personal interests will play a significant factor in becoming physically active. For example, if you love solitude and love to read, you may not be overly motivated to get out and be physically active with other people. If you love to socialize with others it may seem easy to combine physical activity and being with friends and family.

Abilities

Physical abilities may include how developed your movement and sport skills may be. If you feel that you can easily run, hop, throw, catch, balance, etc., you will find it enjoyable to take part in physical activities. If you do not feel confident or competent with these skills then you may not want to risk embarrassment or injury by taking part in activities that challenge those skills or abilities. It is important to remember that movement and sport skills improve the more you practise them.

Financial abilities refer to the ability to pay for physical activities that you enjoy. If the only activity you like is downhill skiing and you are a first year university student paying for your own university, you may find it difficult to afford downhill skiing three or four times a week. If you like activities that are less expensive such as jogging, then your financial situation will not play as big a part in the factors affecting your physical activity. If you value being active then you will find affordable, enjoyable, and convenient ways to make it happen.

Personal Circumstances

Geography plays a role in the different activities you may or may not be able to do. In Manitoba you may find it difficult to learn how to surf but learning to play hockey or cross-country skiing is very easy. Every country, province, and community has activities that are a natural fit for their geography. Where you have lived in your life will likely reflect the activities you like to participate in.

Being born into a certain culture will affect what activities you have experienced and what personal interests you have explored. If you are Canadian you may have had more opportunities to play hockey but if you live in Australia you may not even know what a skating rink looks like.

Personal characteristics such as risk taking may limit the types of activities you take part in. You may find some activities dangerous or conversely not challenging enough. If you think that football is a dangerous activity you are not likely to give it a try. Parents may also influence your activities at a younger age based on their perception of the risks involved.

Active living choices or lifestyles may change at different times in your life. An infant's or a child's physical activity level is often dependent on the value parents place on being active. As children become older they are required to take physical education throughout their school life. Aside from physical education classes a child or youth may choose to play with a community or school team which will help meet the physical, emotional, and mental needs throughout their growing years. Adulthood is also a critical time for making active living choices. Think about the factors we examined earlier in this lesson. Many of these factors play a role as we progress through adulthood and into our senior years.

Technology

Think of ways technology can affect active living in a positive and negative manner. Machines and automation reduce energy expenditures, cause sedentary living, and decrease caloric expenditures which may in turn contribute to your weight gain. On the other hand, there are new technologies that help people achieve their fitness goals. Fitness centres have treadmills with TVs, biking rooms with video screens, and people wearing heart-rate monitors. Keep this in mind when you are developing your plan to be active. How can you use technology to help you be more active? How can you reduce the use of technology to be more active?



Learning Activity 1.2

Promoting Active Living

Now that you have learned about some of the different factors that can influence why someone may or may not choose an active lifestyle, it is time for you to consider how you could promote an active lifestyle to the following age groups. Here are two examples before you get started.

Adults:

Place posters stating “No Waiting, No Lines – Take The Stairs” next to elevators. This may encourage people to take the stairs which would increase physical activity and promote an active living choice.

Youth:

Join forces with local police to create a drop-in centre at a local school gymnasium for teens. Organized sports and games could be played on weekends which would increase the activity and sport opportunities for all youth.

Give a second idea for the promotion of active living in these age groups. (one mark per category)

1. Parents with infants

a. Create a parent and child fitness class to promote the fitness and health benefits for both the mother and the infant.

b. _____

2. Children (ages 5 to 10)

a. Organize play-structure play days for children in your community. This will raise the awareness of this facility in your community. Involve local celebrities.

b. _____

continued

Learning Activity 1.2 (continued)

3. Youth (ages 11 to 18)

a. Organize a youth beach volleyball tournament to promote outdoor play activities and their benefits

b. _____

4. Adults

a. Get a mall to designate the parking area in front of the major store as a "No Parking Zone" to promote the benefits of walking

b. _____

5. Seniors

a. Organize a "Golden Shoes" walking tour of your town's cultural highlights to promote the benefits of walking in a social and cultural setting

b. _____

Now that you have completed this learning activity check your answers with the answer key at the end of this module.



Assignment 1.1

One-Week Physical Activity Log (The Log is continuous throughout this course)

It is now time for you to complete your first assignment. Remember, you will send all of your completed assignments to your tutor/marker so that you can get some feedback on how you are doing. You will send in this assignment, along with the other assignments from Module 1 when you have completed this module.

The actual complete assignment is found at the end of this module. Here, the assignment is simply introduced because this is the best time for you to complete it.

To complete this course, you will take part in at least 55 hours of physical activity that should be of a moderate to vigorous intensity. You will use your Physical Activity Log (your Log) to record all the physical activities you do throughout this course. Your Log will provide a record of your activities and form the basis for setting your personal goals related to fitness. The format of the Log will evolve as you get further into the course. You will include the type, duration, and intensity of the activity. By keeping track of the data, you will develop skills to help you be in charge of your own fitness

To complete your Log, you will have three challenges

1. participate in vigorous physical activity for 30 minutes each day
2. develop healthy habits and active patterns of living
3. persevere in being active when tempted to become inactive

You may already be meeting these challenges, in which case you may explore other activity and health choices. If you are not currently active and have some unhealthy behaviours, your challenge will be to become active and change your behaviours. Don't expect this to happen overnight. The three challenges are a target for you to strive for by the end of this course and for the rest of your life.

You will find Assignment 1.1 in the Assignments section at the end of this module. It's time to begin your physical activities and record them on the One-Week Physical Activity Log provided.

Note

Your Log needs to be signed by your parent/guardian.

Refer to the Introduction at the beginning of this module for further explanation of the Physical Activity Log.

Summary

In this lesson you had the opportunity to learn about the concept of active living and the factors that may affect making personal choices. You also spent some time learning about the benefits of staying active. Now as you go into the assignments you will be prepared to set an action for active living.

Notes